

## **List of Required On-Site Interview Groups 2011-2012**

Attached is a list of the interviews required as a component of the comprehensive school improvement site visit process, as well as a link to samples of possible site visit schedules with and without a focused equity visit. *These are not required schedules that a district/school must adopt.* These are meant to be guides to districts and schools in designing their site visit schedules. In collaboration with the DE site visit team leader and within limits, sample schedules may be adapted to meet the needs of the district/school and the schedules of school staff members and community representatives.

The morning of the first day and final day should look alike for most visits. It is important that team meeting time and time to review documents be built into each day's schedule. It is also important that the final schedule include the location where each interview will be held. *The names of the persons to be interviewed could be included on the schedule or provided to the team leader on a separate list.*

*If possible, it is advantageous for interviews to be conducted somewhere other than the team workroom.* This allows some team members to work on document review while others are conducting interviews. The site visit team leader will work with the district/school as it develops the schedule for the site visit.

In developing the site visit schedule, the following groups and individuals are required to have separate interviews of approximately seventy-five (75) minutes unless otherwise stated. Team members will facilitate introductions and explain the purpose of the visit at the beginning of each interview session. It is not expected that district administrators or other building administrators be present at any interviews other than their own. To the extent possible, districts/schools are expected to avoid including individuals in more than one interview group. If a district/school has a unique situation concerning this, please visit with the site visit team leader. Each interview group is expected to include gender balance and to represent the racial / ethnic diversity of the school community. Also, the district/school is expected to avoid including spouses or other family members of employees or school board members in interviews.

**WHEN SCHEDULING INDIVIDUALS FOR INTERVIEWS, PLEASE ADHERE TO THE FOLLOWING:**

- The district/school is expected to avoid scheduling individuals for more than one interview without consultation with the site visit team leader.
- When establishing interview groups, avoid including spouses of employees, other relatives, or children of employees or school board members.
- When scheduling students in interviews, districts/schools should avoid selecting students who are children of teachers, administrators, school board members, or other district/school employees.
- When establishing interview groups made up of district/school staff, do not place supervisors in the same interview group with persons whom they supervise.
- Interview groups should have balanced representation of gender and include teachers of diverse racial/ethnic backgrounds when the opportunity makes it possible.

**INTERVIEWS REQUIRED BY ALL SCHOOL DISTRICTS AND ACCREDITED NON-PUBLIC SCHOOLS:**

- **Board of Education** - This interview should include less than a quorum of board members unless notice of the meeting has been properly published.
- **Career and Technical Education Teachers (vocational) (public schools)**. This interview should include middle school and high school representatives from each area of the career and technical education program offerings in grades 7-12.
- **General Education Teachers, PreK-12 ( group of 10-12 PreK-12 general education teachers)**: This interview should include a group of 10-12 PreK through grade 12 teachers representative of grade levels and content areas. District enrollment will determine the number of PreK – 12 teacher interviews to be conducted.
- **Instructional Support Staff, PreK-12 (group of 10-12 instructional support staff)**. This interview is with paraprofessionals (e.g., Special Education and Title I).
- **Learning Supports Staff, PreK-12 (public schools) (Gifted and Talented, Media, ESL, Title I, Technology)** - This interview should include staff members that coordinate programs and/or provide services PreK-12. Included should be the coordinators for Gifted and Talented, Media, ESL, Title I, and Technology.
- **Learning Supports Staff, PreK-12 (public schools) (Guidance, At-Risk, Alternative Program/School, School Nurse)** - This interview should include staff members that coordinate programs and/or provide services PreK-12. Included should be the coordinators for Guidance, At-Risk, and Alternative Program/School, and School Nurse.

- **Parents / Guardians, PreK-12 (group of 10-12 parents / guardians)** - This group should reflect the PreK-12 system with the same demographic distribution as that for the student interviews (e.g., academic performance, college and non-college aspirations, gender, and race/ethnicity). Interviewees in this group should also be selected from parents of students who are receiving services through programs such as Special Education, At-Risk, English as a Second Language, Gifted and Talented, Title I, and Alternative School / Program. District enrollment will determine the number of PreK-12 parent/guardian interviews to be conducted.
- **School Advisory Committees** - This interview will include representatives from the district's School Improvement Advisory Committee (SIAC), Career and Technical Education Advisory Committee (CTE), and Title I Committee. This interview will consist of three 20-minute segments or two 30-minute segments with five minutes between each for interviewees to dismiss and the next group to enter. The interview groups should reflect district diversity in terms of gender, racial/ethnic background, and disability when possible, and should include, as mandated by law, students, community representatives, parents, staff, and school board members. CTE Note: If the district utilizes a CTE Advisory through a consortium contact the School Improvement Consultant to determine participants. Title I Note: Not all districts choose to have a Title I Committee. If the district has a Title I Committee, please include representatives for this interview.
- **Special Education and Collaborative General Education Teachers, PreK-12** - This interview is with a random sampling of special education teachers and general education collaborative teachers representing PreK, elementary, middle school, and high school levels. District enrollment will determine the number of PreK-12 special education and collaborative general education teacher interviews to be conducted.
- **Special Education Director / Coordinator** - This interview will be a focused one-on-one interview between the district's Special Education Director/Coordinator and the Special Education Cadre Team Member. Note to District Special Education Director/Coordinator: Please be familiar with, and bring to the interview, the following:
  - All special education Corrective Action/Action Plans (e.g., I-STAR, Part B Corrective Action Plan, CEIS/Disproportionality, Suspension/Expulsion, etc.)
  - District special education data profile
  - BEDS data for a conversation about collaborative teaching related to Highly Qualified Teacher (HQT)
- **Students (group of 10-12 students)** – Only one student interview will be scheduled during each site visit. This student group will include students from the highest grade levels served by the district/school. K-12 districts/schools will select students from the high school (grades 9-12). K-8 districts/schools will select students from the junior high or middle school. K-6 districts/schools will select students in grades 5 and 6. Students below grade 5 will not be interviewed. The student interview group should reflect the student population, including demographic diversity in terms of academic performance, college and non-college aspirations, gender, and race/ethnicity. The student interview group should also reflect low, as well as middle and high, income representatives. Students in this group should be chosen from students who are receiving services from programs such as alternative school, Special Education, At-Risk, English as a Second Language, Gifted and Talented, and Title I. *When warranted, it is possible middle school students will be interviewed on a public school district site visit. This decision will be made with the guidance of the site visit Team Leader.*

## **OPTIONS FOR REQUIRED LEADERSHIP INTERVIEWS:**

- **Leadership Team** – Depending on district/school size, it may be more efficient to schedule a Leadership Team interview rather than separate interviews with district leaders: Superintendent, Curriculum Director, Equity Coordinator; and PreK-12 Principals. This protocol is a compilation of the aforementioned traditionally interviewed groups. Districts/schools have the option of scheduling the Leadership Team members together or as separate interviews.

**OR**

- **Building Principals, PreK-12** - Elementary, middle school, high school, and alternative school principals may be interviewed as a group or individually at a designated site within the district. Follow-up interviews may be conducted with individual principals, if necessary. In large districts, a representative sample group of administrators may be selected for the interview. The district's equity coordinator may be a part of this interview or part of the superintendent / curriculum director interview, as appropriate.

**AND**

- **Superintendent, Curriculum Director, and Equity Coordinator** - While this interview provides an opportunity to more deeply explore district programs and practices, it also provides the site visit team with an opportunity to ask questions that result from the district overview presentation, interview groups, and document review. It is also an opportunity for the interviewees to ask any questions he/she might have. The superintendent, curriculum director, and equity coordinator may also be called upon to answer questions throughout the site visit as needed. The equity coordinator may be a part of this interview or part of the building principals' interview(s), as appropriate.

## **ADDITIONAL INTERVIEWS:**

**Title I** - If a DE Title I Consultant is a team member on the visit, the district will need to schedule a separate interview with the district's Title I teachers. The School Improvement Consultant will work with the superintendent for scheduling.

**Alternative Program or School / Residential Facility**- Personnel and students will be scheduled for interviews, if applicable. The School Improvement Consultant Team Leader will schedule an on-site interview with staff and students if there is an alternative school or residential facility in the district.

**Early Childhood**- If a DE Early Childhood Consultant is a team member on the visit, the district will need to schedule separate interviews with the district's preschool parents. The DE Early Childhood Consultant will work with the superintendent for scheduling.

**Examples of site visit schedules may be found at:**

[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=1558&Itemid=2342](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1558&Itemid=2342)

## **INTERVIEWS REQUIRED FOR FOCUSED EQUITY VISITS:**

**Equity Coordinator(s)** - This interview is with the person(s) designated to coordinate the school district's efforts to comply with civil rights/equity requirements such as Title IX (Gender Equity), Section 504 (Disability Equity), Title VI (Race/National Origin Equity). This should be the person or persons designated as the contact person on the district's non-discrimination policies. In some districts it may be one person. In other districts there may be two or more persons sharing the responsibility.

**Counselors and Licensed Media Staff** - This interview is with elementary, middle school, and high school counselors. In large school districts, it may be with a representative group of 6-10 counselors and media staff.

**English As a Second Language** - This interview group should include teachers who provide language assistance to students for whom English is their second language.

**At-Risk, Homeless, and Nurse** - This interview group should include the coordinator of the At-Risk program, the coordinator of services for homeless students, and the school nurse.

**Athletic Director, Activities Coordinator, Coaches, and Physical Education Teachers** - The athletic coordinator and the activities coordinators may be one or two persons. The interview should include several head coaches and physical education teachers representing elementary, middle, and high school, as well as both boys' and girls' activity programs. When possible the interview should include both male and female head coaches and minority coaches when possible.

**Employment, Personnel and Human Resource Coordinator** - This interview is with the person responsible for directing and coordinating employment and personnel policies and processes. In small district this is usually the Superintendent. In larger districts it may be someone with specialized employment/personnel related responsibilities.

**Physical Facilities/Buildings & Grounds Staff** - This interview focuses on accessibility of physical facilities to persons with disabilities. In larger districts it would be with the supervisor or administrator in charge of buildings and grounds. In smaller districts it should be with the person who is most knowledgeable about the accessibility of physical facilities.

**Examples of site visit schedules with a focus on equity may be found at:**

[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=1558&Itemid=2342](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1558&Itemid=2342)

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, *et seq.*), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, *et seq.*).

Questions or grievances related to compliance with this policy by the Iowa Department of Education should be directed to the legal counsel for the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, telephone number 515/281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, 111 N. Canal Street, Suite 1053, Chicago, IL 60606-7204.